DOCUMENT RESUME

ED 067 767 88 EA 004 622

AUTHOR Weischadle, David E.
TITLE Goal Setting: Trenton Public Schools.
INSTITUTION Trenton State Coll., N.J.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.
PUB DATE Aug 72
NOTE 34p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Budgeting; *Citizen Participation; *Community Surveys; Educational Accountability; *Educational Objectives; *Educational Planning; Educational Programs; Objectives; Operations Research; Planning; Program Design; Public School Systems; Systems Analysis; Systems Approach
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; New Jersey; Planning Programing Budgeting System; PPBS; *Trenton Public Schools

ABSTRACT

This booklet contains the material used at a planning session of the Citizens Advisory Committee of the superintendent of schools held in conjunction with the district's Title III project entitled, "Building a Comprehensive Planning System Model with EPPBS." The purpose of the material is to provide the educational decisionmakers with information from citizens concerning goals, priorities, achievement levels, and program design. The material focuses on two key features: Goals for Trenton Public Schools and Trenton's Indicators of Quality. (Author)

ED 067767

Trenton Public Schools
Trenton, New Jersey

Goal Setting: Trenton Public Schools

by

Dr. David E. Weischadle

FILMED FROM BEST AVAILABLE COPY

EA 004 622

Division of Research, Planning, and Evaluation
Dr. David E. Weischadle

August 1972

OCT 26 1972

ED 067767

Trenton Public Schools
Trenton, New Jersey

Goal Setting:
Trenton Public Schools

by

Dr. David E. Weischadle

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare, through the New Jersey State Department of Education. The grant was made under provisions of Title III of the Elementary and Secondary Education Act of 1965 to the Trenton Public Schools, Trenton, New Jersey.

August
1972

Introduction

The material included in this publication was designed for and utilized at the General Session of the Citizens Advisory Council of the Superintendent of Schools, Trenton, New Jersey. That meeting was held on September 30, 1971 and resulted in the development of Goals for Trenton Schools and Trenton's Indicators of Quality, both of which were part of Trenton's Title III comprehensive planning project.

Since that session, the material was reviewed and included in a special publication called Accountability: Policies and Procedures. Produced by Crofts Educational Services the publication was edited by Dr. Leon Lessinger, former U.S. Associate Commissioner of Education and now at the Georgia State University, Dr. Roger Kaufman, Professor of Human Behavior, U. S. International University, and Dr. Dale Parnell, Superintendent of Public Instruction for the State of Oregon. This publication was reviewed in several journals, including Nation's Schools (April 1972).

At this time, we are attempting to present this material to interested persons in this form. Please feel free to adopt or adapt it for your own use. Please let us know how effective you found the format.

Trenton, New Jersey

David E. Weischadle

BOARD OF EDUCATION

Trenton Public Schools
Trenton, New Jersey

Mr. John F. Tesauro, President

Mr. Robert Lawrence, Vice President

Mrs. Barbara Potkay

The Reverend Kent L. Kiser

Mr. Mahlon Thomas

Mr. Peter Contardo

Mr. Frank E. Hutchinson, Jr.

Mr. Arthur H. Anderson, III

Mr. Donald D. Jones

CITIZENS ADVISORY COUNCIL

of the

Superintendent of Schools

Trenton, Public Schools

GENERAL SESSION

Thursday
September 30, 1971

War Memorial Building, Stacy Park, Trenton, New Jersey

GOALS FOR TRENTON PUBLIC SCHOOLS

On the following pages you are asked to consider carefully the subject area indicated. Discuss with your group some of the issues suggested. Add new ones if you like.

When you have finished, or while you are discussing the issues, try to write a goal statement in terms of the student. Complete the statement: The student of Trenton Public Schools should be able to . . . . Discuss the goal statement as a group and try to bring together the ideas of the group in one statement representing the concenus of the group. Assist your recorder in trying to develop such a statement.

In addition to the goal statement, try to develop your ideas concerning what the schools need to do in order to achieve the goal you are writing. Complete the statement: The schools need to . . . Try to compile the ideas of the group so that one statement can be written for your group.

If you like, ask the recorder to include your sheet with the master sheet he(she) is completing.

DO THE SUBJECT AREAS IN THE ORDER THEY APPEAR IN THIS BOOKLET. Complete the first one, and then move to the next if you have time.

LEARNING OPPORTUNITIES

The area of Learning Opportunities is primarily concerned with the availability of instruction to all students who reside in the city of Trenton who attend Trenton Public Schools.

Some suggested issues for discussion are:

1. How can we insure that all students have a high quality of instruction available?

2. What should be the basis for measuring the availability of instruction?

3. How do you determine the equality of learning opportunities?

Other specific issues, as developed by your group, are

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

DECISION-MAKING

The area of Decision-making is primarily concerned with the student's ability to think through a situation, weight the various alternative choices, and select the one which will best achieve his aim.

Some suggested issues for discussion are:

1. Student ability to decide personal, business, education, and other issues on rational thinking processes.

2. Ability to decide issues based on accurate collection and analysis of information.

Other specific issues, as developed by your group, are:

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

SPECIAL AREAS

Special areas are primarily concerned with such subjects as Art, Art Appreciation, Music and Music Appreciation, and other aesthetic fields.

Some suggested issues for discussion are:

1. What role should these play in the student's life?
2. How should these courses be offered?
3. How much of this material should be offered by the school?

Other specific issues, as developed by your group, are

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

COMMUNITY RELATIONS

The area of Community Relations is primarily concerned with the student's role in his community, the effectiveness of that role, and what the schools should be doing to improve that function.

Some suggested issues for discussion are:

1. What is the role of the student in the community?

2. How can the schools improve the communities and the relationships of the various community groups?

Other specific issues, as developed by your group, are

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

SPORTS, RECREATION, AND EXTRACURRICULAR ACTIVITIES

The above area is primarily concerned with the availability of such activity for the student during the regular school day and after school as well.

Some suggested issues for discussion are:

1. How important are such activities?
2. Are they part of the school's role in society?
3. What effect do they have on the remainder of the school program?

Other specific issues, as developed by your group, are

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

SELF-REALIZATION

The area of Self-realization is primarily concerned with the capability of the student to understand himself and his talents, enabling him to progress with satisfaction in terms of achievement and success.

Some suggested issues for discussion are:

1. The development of an awareness of one's talents, shortcomings, strength, and weaknesses.

2. Building a desire and capacity to increase one's talents and strength.

Other specific issues, as developed by your group, are:

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to _____

_____

_____

_____

_____

The schools need to _____

_____

_____

_____

_____

HUMAN RELATIONS

The area of human relations is primarily concerned with the manner in which youngsters associate with each other in both school and in the community.

Some suggested issues for discussion are:

1. Communications between individuals, student groups, students and staff, and various ethnic groups.

2. Violence among various individuals and among various ethnic groups in the schools.

Other specific issues, as developed by your group, are:

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

HEALTH - PHYSICAL AND EMOTIONAL

The area of Health is primarily concerned with the ability of the student to grasp the importance of good health (all aspects) and ways of promoting good health.

Some suggested issues for discussion are:

1. Understanding of health and life in general
2. Indentification of health problems
3. Efforts to overcome health handicapps
4. Promotion of good health practices

Other specific issues, as developed by your group, are

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

READING

The area of reading is primarily concerned with the ability to read and understand what one is reading.

Some specific issues for discussion we are suggesting are:

1. How well should our youngsters read?

2. How important should our efforts be in comparison with our other school program?

3. Is there any level (grade) where efforts should be concentrated?

Other specific issues, as developed by your group, are:

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

ACADEMIC SKILLS

The area of Academic Skills is primarily concerned with the traditional subject areas such as English, Mathematics, Social Studies, Foreign Languages, and Science. (A separate sheet has been developed for Reading)

Some suggested issues for discussion are:

1. On what basis should these subjects be offered to ALL students?
2. Who should take such courses?
3. What should be their aim?

Other specific issues, as developed by your group, are:

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

SALABLE SKILLS*

The area of Salable Skills refers to the acquiring of special trades, abilities, and skills which will enable the individual to earn a living in a changing environment.

Some suggested issues for discussion are:

1. Who should receive such training?
2. Is this the function of a school system?
3. How should the schools promote this type of program?

Other specific issues, as developed by your group, are

1. _____

_____

2. _____

_____

The student of Trenton Public Schools should be able to_____

_____

_____

_____

The schools need to_____

_____

_____

_____

* Trades, typing and bookkeeping, home making skills, nursing, and other special areas aimed at the vocational or occupational areas.

TRENTON'S INDICATORS OF QUALITY

The following pages provide you with information concerning the Trenton Public Schools. The information is compiled in terms of Indicators or signs of quality. These Indicators of Quality provide only a partial indication of how well the schools are doing.

You are being asked to consider the Indicators in terms of current conditions, primarily for the years 1969-70 and 1970-71. Where possible, data for this current year (1971-72) was used. Based on this information, please write the desired level you would like to see achieved in the next five (5) years. (That figure of 5 years represents both the planning and achievement time).

You are also being asked to provide ideas which may be incorporated into the school program which will achieve the desired levels you have indicated. Be as specific as possible.

Remember assist your recorder in compiling the information so that your group will have a composite statement.

Once again, DO THE INDICATORS IN THE ORDER THEY APPEAR IN YOUR BOOKLET. Complete the first and then move to the next.

RATIO OF STUDENTS TO CLASSROOM TEACHERS

The ratio given below indicates to some extent the degree to which students and staff are able to become familar and understand how to improve learning and achievement.

Current Level	Desired Level (1975-76)
23:1	

I would suggest doing the following:

LIBRARY HOLDINGS PER STUDENT

The amount indicated below reflects the average number of books available to each student attending Trenton Public Schools.

Current Level	Desired Level (1975-76)
5 books per student	

I would suggest doing the following:

INCIDENCE OF EXPULSIONS PER 1000 STUDENTS

The level given below indicates to some extent the conditions in Trenton Public Schools in terms of discipline.

Current Level	Desired Level (1975-76)
.3 per 1000 students	

I would suggest doing the following:

PERCENTAGE OF TEACHERS WITH M.A. OR BETTER

The percentage given below, based on 1969-70 figures, reflects to some extent the preparedness and capability of Trenton teachers.

Current Level	Desired Level (1975-76)
22%	

I would suggest doing the following:

PERCENTAGE OF TOTAL ENROLLMENT THAT DROPS-OUT
EACH YEAR

The percentage below reflects the students who leave the public schools and do not enroll in any other educational activity.

Current Level	Desired Level (1975-76)
16%	

I would suggest doing the following:

AVERAGE READING - LANGUAGE ARTS PERFORMANCE - ELEMENTARY

The average rate given below reflects how students of Trenton Public Schools compare to national standards which include rural and suburban students. No data is available on how Trenton students compare to other urban students.

Current Level	Desired Level (1975-76)
1 - 1.5 years below norms	

I would suggest doing the following:

AVERAGE DAILY ATTENDANCE

On any given day, it is likely that the percentage given below reflects the percentage of students attending school (all grade levels).

Current Level	Desired Level (1975-76)
79%	

I would suggest doing the following:

25

PERCENTAGE OF STUDENT TIME SPENT IN RECREATION,
SPORTS, AND PHYSICAL EDUCATION

The percentage listed below reflects the amount of time that youngsters at all levels participate in such activity.

Current Level	Desired Level (1975-76)
12%	

I would suggest doing the following:

INCIDENCE PER THOUSAND STUDENTS OF DISCIPLINE
REFERRALS

The level given below indicates to some extent the conditions in Trenton Public Schools in terms of discipline.

Current Level	Desired Level (1975-76)
.3 per 1000 students	____ per 1000 students

I would suggest doing the following:

INCIDENCE PER THOUSAND STUDENTS OF SUSPENSIONS

The level given below indicates to some extent the conditions in Trenton Public Schools in terms of discipline.

Current Level	Desired Level (1975-76)
37 per 1000 students	____ per 1000 students

I would suggest doing the following:

PERCENTAGE OF STUDENTS WHO ENTER FIRST GRADE WITH REQUISITE "READNESS SKILLS"

The percentage given below indicates how many students are prepared to handle the learning opportunities of the first grade.

Current Level	Desired Level (1975-76)
75%	

I would suggest doing the following:

AVERAGE READING - LANGUAGE ARTS PERFORMANCE - SECONDARY

The average rate given below reflects how students of Trenton Public Schools compare to national standards which include rural and suburban students. No data is available on how Trenton students compare to other urban students.

Current Level	Desired Level (1975-76)
1.5 - 2 years below norms	

I would suggest doing the following:

TOTAL EXPENDITURES FOR TEXTBOOKS, SUPPLIES
AND MATERIALS PER STUDENT

The amount of money indicated below reflects how much of the budget is spent on instructional supplies for each student on a yearly basis.

Current Level	Desired Level (1975-76)
$25.09 per student	

I would suggest doing the following:

PERCENTAGE OF TEACHERS NOT FULLY CERTIFIED

The percentage given below, based on 1969-70 figures, reflects to some extent the preparedness and capability of Trenton teachers.

Current Level	Desired Level (1975-76)
14%	

I would suggest doing the following:

BOARD OF EDUCATION

TRENTON, NEW JERSEY

President ..... Mr. John F. Tesauro

Vice President ..... Mr. James E. Mitchell

Board Members ..... Mr. Peter Contardo

Dr. Maurice Kott
Mr. Mahlon Thomas
Mr. Robert Lawrence
Rev. Kent L. Kiser
Mrs. Barbara Potkay
Mr. George A.. Burgos

33

CITIZENS ADVISORY COUNCIL

Acting Chairman ..... Mr. George L. Pellettieri, Jr.

Acting Secretary ..... Mrs. Adrienne Hayling

CITIZENS ADVISORY COUNCIL

of the

SUPERINTENDENT OF SCHOOLS

Trenton Public Schools

GENERAL SESSION

September 30, 1971

Thursday

7:30 p.m. - 10:00 p.m.

War Memorial Building, Stacy Park

Trenton, New Jersey

GOALS

The first step in improving education is choosing and clearly stating appropriate goals — all else follows. Efforts to improve our schools will be ineffective if the goals are not clearly defined and spelled out. Goals must relate to specific courses of action. The goals are, of course, the major targets and they must be acceptable to the majority of the persons concerned with them: the students, their parents, the public that finances education, and the educators who are charged with seeing that they are attained.

FROM: DIRECTIONS TO BETTER EDUCATION, a publication of the Improving State Leadership in Education Project, Denver, Colorado.

GENERAL SESSION OF THE SUPERINTENDENT'S

CITIZENS ADVISORY COUNCIL

SEPTEMBER 30, 1971

Opening Remarks ..... George L. Pellettieri, Jr. Esq.

Address ..... Dr. Ercell I. Watson Superintendent of Schools

34

"Goals for Trenton Public Schools"

and

Trenton's Indicators of Quality

Presiding ..... Dr. David E. Weischadle Director of Research, Planning, & Evaluation